DOCUMENT RESUME

ED 092 069 IR 000 610

AUTHOR	Thompson, Gerald Wayne
TITLE	Virginia: A TV Social Studies Experience. A Background Paper.
INSTITUTION	Old Dominion Univ., Norfolk, Va.
PUB DATE	Apr 74
NOTE	26p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Geography; Grade 4; Grade 7; Grade 11; Grade 12; *History; *Instructional Television; *Social Studies Units; State Curriculum Guides; *State Programs
IDENTIFIERS	Virginia; Virginia Council for the Social Studies

ABSTRACT

This report describes an instructional package designed to replace a set of unsatisfactory textbooks used to teach State history, government, and geography to 4th-, 7th-, 11th-, and 12th-grade students in Virginia. The format of the package, taking what is described as the "inquiry approach", revolves around a series of short television programs with pre- and post-viewing classroom activities. The report is divided into three major sections. The first discusses instructional methodology--inquiry, concept learning, and valuing. The second describes the format of a typical unit of instruction, and the third reviews the extant literature on research in instructional television. Two typical lessons are attached as appendixes. (WDR)

ED 092069

VIRGINIA: A TV SOCIAL STUDIES EXPERIENCE

A Background Paper

by

Gerald Wayne Thompson

Old Dominion University

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

I. Introduction

Like a few other states, Virginia also requires the teaching of state history, government, and geography. The Virginia History and Government Textbook Commission was created by a resolution adopted by the Virginia General Assembly during its 1950 session. The Commission's purpose was to "make available the necessary textbooks in order to place emphasis on the teaching of these subjects in the public schools." Unable to find suitable books in the commercial market, the Commission contracted a group of authors to prepare different textbooks for grades 4, 7, 11, and 12.

These textbooks were ill-conceived and poorly written from the beginning. In spite of several revisions, complaints from teachers in the field demanding better materials continued to mount. Finally the Virginia Council for the Social Studies put enough pressure on the State Board of Education to cause these materials to be withdrawn from the state's approved textbook list

A distinguished panel of researchers, consultants, curriculum committee members, and reviewers were assembled to work out details of the replacement instructional materials. Dr. Barry K. Byer of Carnegie-Mellon University was the chief consultant. It was his idea that the improvement of classroom instruction could best be achieved by the inquiry approach, utilizing a series of short TV programs with pre and post-viewing classroom activities. The first product was: Virginia! A TV Social Studies Experience. This package was designed especially for children in grades 4 through 7.

A new committee is presently working on secondary level materials, and these should be available by 1975.

Virginia! is a series of fifteen 20 minute TV programs and forty-five inquiry oriented pre and post-viewing lessons about the Commonwealth of Virginia, her land and people, her customs and problems, her past and future. The series focuses on the diversity that makes Virginia and Virginians a microcosm of America and the world.

II. Instructional Methodology

The Virginia! series uses three basic teaching strategies: inquiry, concept learning, and valuing.

A. Inquiry. Children are encouraged to use a 4-step scientific approach to the inquiry process:

IR 000 610

1. Define a question to be answered and/or a problem to be solved.
2. Make a set of tentative hypotheses about possible answers or solutions.
3. Test the tentative hypotheses against evidence, where testing includes:
   - Identifying needed evidence
   - Collecting that evidence
   - Classifying that evidence
   - Interpreting that evidence
   - Using that evidence to check the accuracy of the tentative hypotheses.
4. Conclude by making generalizations from those hypotheses which are supported by admissable evidence.

B. Concept Learning. Concept learning is a second major feature of the Virginia! package. Children are taught that concepts are mental pictures of a highly personal nature. Using Taba's (1971) model, this package uses the three-stages: concept formation, interpretation of data, and application of knowledge.

1. Concept Formation. This step is designed to diagnose the state of the students' existing conceptual network, rather than to systematically teach a new concept. By sharing conceptual networks, students can modify their conceptualizations. This is accomplished with free responses to open-ended questions: such as, "What do you think of when you hear the word, Virginia?" After building a data bank of descriptors for the word, students are then asked to organize the descriptors into groups by identifying common properties; and they must then determine logical classified ordering of those items, to include super or subordinate status. The key concepts of the package: cooperation, interdependence, differences, and causality, were selected for their power to organize and to synthesize large amounts of information. Each of the key concepts help to form a heirarchy in the sense that each can be acquired and used on different levels of abstraction, complexity, and generality.

2. Interpretation of Data. This stage aims at a different instructional outcome. The main idea here is to get students to discover relationships among given sets of ordered data, and then to make tentative hypotheses which are supportable on some logical bases. Lastly, the student must test his hypotheses against the evidence.

3. Application of Knowledge. Unless students can transfer previously learned knowledge to a novel or unknown situation, then instruction has but precious little relevance for future life events. This stage of the instructional process for the Virginia! series requires pupils to analyze the dimensions of a new problem, recall relevant information through devices such as retrieval charts, then to generate a set of new hypotheses, and to test the hypotheses as a final step.

C. Valuing. There are numerous occasions in the Virginia series where students are asked to infer and interpret the feelings and attitudes of others from a wide variety of materials, and to make generalizations about these experiences. The social attitudes, and feelings toward important topics and issues--some of which are controversial. The Virginia package uses three strategies in the teaching of values: exploring feelings, interpersonal problem solving, and analyzing values.

1. Exploring Feelings. In this stage students are encouraged to: make inferences as to how other people feel and why, recognize that people will react differently to any one given event or situation, explore reasons for their own emotional reactions in similar situations, make comparisons of their feelings with the feelings of others.

2. Interpersonal Problem Solving. Students are presented with a problem situation involving conflict among persons or groups. They are asked to: propose and defend solutions, relate the events to similar experiences they have had, evaluate the way they themselves handled the similar problem and to consider possible alternative ways of handling their problem.

3. Analyzing Values. In this strategy students are asked to first recall information about specified behavior on the part of a group or individual. They are then asked to explain why they think such behavior occurs. The next step requires students to infer what values are implicit in the demonstrated behavior, and to make a hypothesis about that behavior and its implied values. The last step requires comparisons among the various values discussed by the class.

III. The Format of a Typical Unit of Instruction

A. General Information. Today we are going to look at one unit of instruction entitled, "Virginia's Heritage." The unit consists of a lead-in lesson, a television lesson, and two follow-up lessons.

B. The Lead-In Lesson. Attached is lesson 38, "Historic Virginia."

C. The Television Lesson. Lesson 39, "Virginia's Heritage: Part I," today we will see a portion of this lesson by way of a color video-tape and a monitor.

D. First Follow-up Lesson. Attached is lesson 40, "How Long is a Century."

E. Second Follow-up Lesson. Attached is lesson 41, "Life in Old Virginia."

F. The Many Uses of Video-Tape. Although Virginia now has five regional educational television stations, their coverage still has some fringe

F. (Cont.) reception areas, and some of our more remote areas are totally blocked by mountains. Tapes are being mailed to the remote areas and shown on monitors via cassettes, much as we will see today. Also, scheduled shows on regular ETV are often not timed with what is going on in a particular classroom; thus tapes can be used at the most meaningful movement of any instructional sequence either on closed or cable networks, or on individual classroom cassettes and monitors. And, of course, tapes can be used for regular broadcasting to a wide audience. Tapes are canned, stored, and retrievable; thus, they epitomize the best in convenience packaging.

IV. Research on ITV

A. A General Review. There have been more than 1900 research investigations aimed at finding how the use of television effects the learning process. A comprehensive review of the best of this research effort has been summarized by Chu and Schramm (1967). In general, research shows that television can be used effectively to teach any subject matter where one-way communication aids learning. Obviously, a TV set cannot reach out a hand and pat a child on the back and give words of praise. This is the same kind of criticism leveled at the laws of learning and the whole field of technology in learning, as recently made by McKeachie (1974). Immediate reinforcement in the teaching process, which ignores the human element in the affective domain, is an area that technology has not yet satisfied. The greatest effect of ITV on the learning process, therefore, depends heavily on the participation of classroom teachers who use pre and post-viewing learning activities which provide opportunities to discuss, clarify, and give sequential ordering of the main idea being investigated.

B. Recent Related Research on ITV. Two colleagues of mine at Old Dominion University, Raymond and Kersey (1974), recently conducted an experimental evaluation of ITV materials in elementary science that they had developed. They used a modified Solomon (1949) control group design, as indicated below:

Group A	ITV Lesson	Follow-up Activities	Test
Group B		Follow-up Activities	Test
Group C	ITV Lesson		Test
Group D			Test

In the reported results, using a Scheffé Comparison of Mean Scores ANOVA, Raymond and Kersey found that Group A showed significance beyond the .01 alpha level of confidence.

C. Research on the Virginia ITV Project. Bruce Gansneder and Dan Ball, both of the Bureau of Educational Research, University of Virginia, are currently collecting state-wide data for an evaluation of the Virginia series. Because of the massive size of this research project, the final results are not available at this time. Expected availability of this data is September 1974.

REFERENCES

Armsey, J.W., and N.C. Dahl. An Inquiry Into the Uses of Instructional Television. New York: Ford Foundation, 1973.

Ayers, J.B. Elementary school teachers' attitude toward ITV. Journal of Experimental Education, 41:1-4, Fall 1972.

Chu, G.C., and W. Schramm. Learning From Television: What the Research Says. Stanford, Cal.: Institute for Communications Research, 1967.

Gagné, R.M. Education technology and the learning process. Educational Researcher, 3:3-8, January 1974.

Gordon, G.M. Classroom Television: New Frontiers in ITV. New York: Hastings House, 1970.

Harding, C.P., and M. Waiman. Television literacy. Clearing House, 47: 107-110, October 1972.

Ives, J. Research in educational television. Programmed Learning and Educational Technology, 8:161-172, July 1971.

Lesser, G.S. Learning, teaching, and television production for children: the experience of Sesame Street. Harvard Educational Review, 42: 232-272, May 1972.

McKeachie, W.J. The decline and fall of the laws of learning. Educational Researcher, 3:7-11, March 1974.

Raymond, A., and K. Kersey. An evaluation of a process centered elementary science series developed for educational television, (Unpublished). Norfolk, Va.: WHRO-TV and Old Dominion University, 1974.

Scheffé, H. The Analysis of Variance. New York: John Wiley, 1959.

Solomon, R. An extension of group control design. Psychological Bulletin, 56:137-150, 1949.

Taba, H., Durkin, M.C., Fraenkel, J.R., and McNaughton, A.H. A Teacher's Handbook to Elementary Social Studies: An Inductive Approach. Reading, Mass.: Addison-Wesley, 1971.

Winslow, K. Instructional television. Encylopedia of Education, 9:128-134, New York: Macmillan, 1971.

Lesson 38 HISTORIC VIRGINIA

Goal: To introduce a sense of Virginia's past

Objectives: Knowledge:

To know some significant events from Virginia's past

To know that Virginia has a long past

Skills:

Given dated cards, to classify them different ways

Given information, to identify main unifying themes.

Attitudes and Values:

To contribute to group discussion by contributing ideas

To be sensitive to the feelings and ideas of others

Materials: History cards

(Some student texts and encyclopedias on Virginia will be needed in the next lesson.)

	Teacher	Purpose	Students
1.	Divide the class into groups. Have each group push several desks together	Directions	Form groups of four or five students.

to make a table area.

2.	Distribute one set of history cards to each group. Direct them to spread them on the table in front of them. Ask questions to make certain the students can read the cards: When did the English first attempt to settle in Virginia? Where was it? Etc.	Translating information	Spread cards in any order, face up.
3.	Tell the students these cards represent some big events in Virginia's history. Have each group put the cards into piles of similar things. Suggest that one pile could be all items about wars. Have the groups proceed to do this. Provide individual help if needed.	Grouping (classifying)	Groups could be: Wars Education People Laws New things
4.	When the groups have	Labelling	Virginia's past

	finished, discuss the different kinds of events that have occurred in Virginia in the past. List these on the board.	classes of information	includes: wars concern for education inventions, etc.
5.	Next, have the students spread the cards out again and then regroup them by centuries--all those in the 1600's in one pile, etc. What seem to be the main things typical of each century?	Reclassifying information	Group by centuries: 16th, 17th, 18th, 19th, 20th Perhaps-- 17th century--setting up a new colony 18th century--getting freedom etc.
6.	Then direct the groups to rearrange the cards in the order in which the events occurred. Have the students make a timeline by thumbtacking the cards along a piece of yarn on a bulletin board or pasting them on colored paper, etc. Then have	Making a timeline	Rearrange cards by dates.

	each group describe the big steps by which Virginia got to be the way it is today.	Translating information
7.	Tell the students that in the next lesson the class can watch a television program on Virginia's history to make more historical cards to put on their timeline.	Preparing for the next lesson

Lesson 38 Note to the Teacher

The following two pages are masters for 20 "history cards," each with a date and description of some event of significance from Virginia's past. Duplicate and cut up a set of each of these cards for every four or five students in your class. If these cards can be duplicated on heavy paper, they will be useful for several years and in several classes.

The events included on these cards represent some of the highlights of Virginia's history. They have been selected to indicate the breadth of Virginia's past, both substantively (items reflect cultural, economic, political and other types of occurrences) and chronologically (approximately five items are drawn from each of the 17th, 18th, 19th, and 20th centuries). If desired, additional cards--or a completely different set of cards--may be made. By so doing, a teacher can localize this lesson by including some historical events in each time period close to the local community.

1781 GEORGE WASHINGTON LEADS VIRGINIANS AND OTHER AMERICANS TO VICTORY AT YORKTOWN AND INDEPENDENCE FROM BRITAIN IN THE REVOLUTIONARY WAR	1861-65 VIRGINIA AND OTHER SOUTHERN STATES FIGHT A WAR AGAINST NORTHERN STATES
AROUND 1600 INDIANS OF 30 VILLAGES IN EASTERN VIRGINIA UNITE WITH POWHATAN AS CHIEF	1607 ENGLISH START A SETTLEMENT CALLED JAMESTOWN
1959-64 PRINCE EDWARD COUNTY CLOSES PUBLIC SCHOOLS TO AVOID COURT-ORDERED DESEGREGATION	1619 THE EARLIEST AFRICANS IN THE VIRGINIA COLONY ARRIVE AT JAMESTOWN AND ARE SOLD AS INDENTURED SERVANTS
1676 NATHANIEL BACON LEADS REBELLION AGAINST BRITISH GOVERNOR OF VIRGINIA	1693 COLLEGE OF WILLIAM AND MARY ESTABLISHED AT WILLIAMSBURG

Student Material

1726 GERMAN AND SCOTCH-IRISH SETTLERS MOVE INTO THE VALLEY OF VIRGINIA	1831 A SLAVE, NAT TURNER, LEADS A REBELLION AGAINST WHITES IN SOUTHAMPTON COUNTY
1888 FIRST ELECTRIC STREET-CARS IN THE U.S. USED IN RICHMOND	1867 HAMPTON INSTITUTE SET UP AS A NEGRO COLLEGE
1902 NEW CONSTITUTION FOR VIRGINIA REQUIRES PEOPLE TO PAY POLL TAX IN ORDER TO VOTE	1950-60 POPULATION OF ARL-INGTON COUNTY GOES FROM 234,000 TO 438,000
1951 LARGEST PASSENGER SHIP EVER BUILT IN U.S. LAUNCHED AT NEWPORT NEWS	1926-30 GOVERNOR HARRY F. BYRD ENCOURAGES INDUSTRY TO MOVE INTO VIRGINIA

Student Material

1756-1763 VIRGINIA SOLDIERS HELP DEFEAT FRENCH IN THE FRENCH AND INDIAN WAR	1775 PATRICK HENRY DENOUNCES THE KING OF ENGLAND AND URGES VIRGINIANS TO TAKE UP ARMS
1776 VIRGINIA DECLARATION OF RIGHTS WRITTEN BY GEORGE MASON	1819 THOMAS JEFFERSON, THE SECOND OF EIGHT VIRGINIANS TC BE PRESIDENT OF THE U.S., HELPS SET UP THE UNIVERSITY OF VIRGINIA

BEST COPY AVAILABLE

Lesson 39

Overview of Television Program #10

VIRGINIA'S HERITAGE--I

Part I of the two-part Virginia's Heritage program illustrates the big events, trends, discoveries, and famous people who have helped shape Virginia and Virginians into what they are today. Jamestown, the American Revolution, the War Between the States, and the influence of World Wars I and II upon Virginia will be examined, together with contemporary historical events. The emphasis for the most part will be upon social, cultural, and economic events from the days of the colony to the present.

BEST COPY AVAILABLE

Lesson 39 VIRGINIA'S HERITAGE--I

Goal: To gather information about Virginia's past from a television program

Objectives:

Knowledge:

To know three significant events in Virginia's past

To know that present-day Virginia is largely a product of decisions and events made in the past

Skills:

Given information, to separate the relevant from the irrelevant

Given sources of information, to use reference books and other guides to find evidence

Attitudes and Values:

To volunteer to participate in individual research projects

Materials: Television program--VIRGINIA'S HERITAGE--I

Source materials such as texts and encyclopedias

(A Study Guide will be needed in the next lesson.)

	Teacher	Purpose	Students
1.	Have the students recall some of the big events	Review	May refer to their timelines.

BEST COPY AVAILABLE

	of Virginia's past.		
2.	Introduce the television program, VIRGINIA'S HERITAGE. Students should take out scrap paper and watch the program, noting as they do any big events from Virginia's past that they do not have on their timelines.	Directions for using the television program Collecting information	Individual work
3.	At the conclusion of the television program, students should list new items on the board. If no dates are given for some items, different individuals should volunteer or be assigned to find them. Other students can print and cut out a new history card for each item and groups can put the items on the timelines.	Collecting new information	Use copies of old texts or of encyclopedias as references.
4.	At this point, if desirable, the student groups	Reclassifying information for new	Different timelines on eco-

BEST COPY AVAILABLE

can trade cards and redo their timelines to specialize in certain types of past events--Virginia in the Arts, Virginia People, Virginia Inventions, Virginia at War, etc.	insights	nomic activity, famous people, events, etc., can be put on colored paper and posted around the room for later use.
5. Conclude by having each student examine the timelines and then write a brief paragraph describing either (1) three important things in Virginia's heritage or (2) three ways Virginia today is a product of its past.	Concluding	Writing a paragraph

Lesson 40 HOW LONG IS A CENTURY?

Goal: To develop a feeling for the length of Virginia's past

Objectives:

Knowledge:

To know how long a century feels

To know the relative length of time that Virginia was a colony, part of the United States prior to the War between the States, and a State since 1865

Skills:

Given data, to translate it into other forms

Given data, to make inferences

Attitudes and Values:

To feel what a century is like

Materials: Study Guide--Lesson 40

(See Lesson 41 for materials needed in next lesson.)

	Teacher	Purpose	Students
1.	How long is a century? What is a century? What does it feel like? Help students compute different measures of a century.	Introduction	A century is: 100 years 36,525 days 876,600 hours three or four generations

2.	How long ago was Jamestown founded? How long is that? To help the students get a feel for a century or several centuries as a period of time, distribute the Study Guide and have them complete it as directed. Provide individual assistance as needed.	Translating information	Individual work
3.	When all have finished, go over the answers to any difficult questions, especially 6-10. How much of Virginia's history have the students lived through?	Reporting information	If they are 10 years old, perhaps about 1/35.
4.	What does this timeline show about Virginia's heritage? List statements on the board. If all students agree, have these statements written in their notebooks.	Generalizing	Student answers to question 5.
5.	If time permits, have the	Creative	Students read

students read their answers to part D and permit other students to (1) answer them and (2) comment about these questions. Note the best answers and use them next time you teach this lesson.	thinking	questions written in question 6.

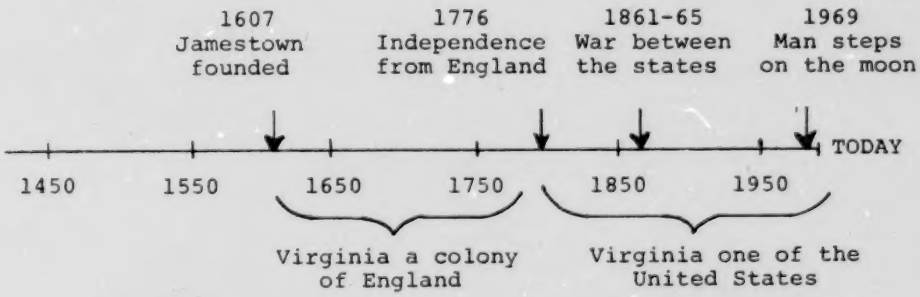
Lesson 40 Study Guide Student Material

Name _____

HOW LONG IS A CENTURY?

This lesson is about time. It is about years and centuries. Can you imagine what 100 separate years feel like? How long is a century?

Look at the timeline below.



A. Use what the timeline shows to answer the following questions:

1. What year is it now? _____
2. In what year was Jamestown founded? _____
3. How long has Virginia existed? _____ years
4. How many years has it been since the end of the War between the States in 1865?
   _____ years
5. Your answer to number 4 is (circle the correct answer):

   less than a century | exactly a century | over a century | over a century

6. In what year were you born? _____

Lesson 40

Draw a line on the timeline to mark that year.

7. How many years have you lived so far? _____

8. If you were 10 years old at the time of the War Between the States, how old would you be today?

_____

9. If you were born at the same time the United States became independent from England, how old would you be today?

_____

10. If you were born the same year that Jamestown was founded, how old would you have been:

a) When the U.S. became independent from England?_____

b) When the University of Virginia was founded? _____

c) When men first stepped onto the surface of the moon?

_____

d) When Hampton Institute celebrated its 100th birthday?

_____

B. Write a sentence that tells how many years and centuries Virginia has existed.

C. Just for fun, write a question which you could ask your classmates to help them better understand the length of a century.

Lesson 41 LIFE IN OLD VIRGINIA

Goal: To use previously developed concepts to make meaningful analyses of life in Virginia in selected earlier periods

Objectives: Skills:

Given information about life in Virginia in a selected period, to use a previously-developed concept to make meaningful statements

Given information, to separate relevant from irrelevant

Attitudes and Values:

To find satisfaction in participating in group research

To contribute to group research by asking relevant questions and offering ideas and information

Materials: Data Collection Sheet--Lessons 41-42

Pictures of concepts from student notebooks

Texts and other resources

	Teacher	Purpose	Students
1.	Tell the class they can now look at what life was like in Virginia about one or two centuries ago--in	Introduction	

	1850 and/or in 1750. They can use the ideas they have made about role, landscape, resources, citizenship, etc., to help them in this study.		
2.	Divide the class into groups--either voluntary or assigned. Each group should select a different idea (concept) to use to find out what life was like in the period selected. (A data collection sheet such as the following may be distributed, if applicable.) Each group should use the elements of its idea to ask questions about life in the largest town or city, the countryside, and the frontier west for the time period they are investigating. Each group should record its findings and be	Applying a concept to new information	Students may all look at 1750 one day and 1850 the next, or half a group may study 1850 while the other half uses the same concept on data about 1750. Groups can be organized to use ideas of: role products resources landscape land use citizenship May use texts

	prepared to report them to the class.		on Virginia history, encyclopedias, or other resources.
3.	Student groups conduct research. Provide assistance as needed.	Collecting, analyzing, concluding	Group research

This lesson could take several class periods (for instance one day for 1750, the next for 1850) depending on the depth into which the students go and whether or not all students investigate both 1750 and 1850. Teachers should therefore plan accordingly.

1750 or 1850? _____

Idea being used: _____

Lessons 41-42

DATA COLLECTION SHEET

Names _____

_____

_____

_____

LIFE IN THE CITY OR LARGE TOWN	LIFE IN THE COUNTRYSIDE	LIFE ON THE FRONTIER/WEST

Student Material